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ABSTRACT

The BUILD Program (Businesses United to Increase Literacy Development) was conducted from June 1991 through December 1992 as a cooperative workplace literacy program joining Arapahoe Community College and four companies in Littleton, Colorado. This document consists of two modules for the communication skills classes of the program. The first module, "Workplace Learning Skills," by Jennifer Burkhart, contains six lessons on the following topics: communication methods, communication barriers, the roles people play in teams, presentations, managing conflicts in teams, and giving and receiving criticism. Lessons include an objective, required materials, allotted time, outlines of activities with instructor's notes, appendixes containing handouts or transparency masters, and outlines of individual student activities. The second module, "English as a Second Language" (ESL) by Mark Sullivan, contains 14 lessons or segments for instruction in ESL. They are as follows: personal introductions, the American alphabet, sounds, spelling, "Wheel of Fortune," "Jeopardy," important words, "what?," directions and positions, following directions, giving directions, question and answer charades, and a communication rating quiz. Lesson plans include an objective, required materials, time allotted, and an activity. Worksheets are provided in an appendix. (KC)

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COMMMUNICATION SKILLS

WORKPLACE EDUCATION PROGRAM CURRICULUM

Arapahoe Community College

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Wiikerson

Communication

Workplace Learning

Skills

WORKPLACE LEARNING SKILLS
by
JENNIFER BURKHART

INTRODUCTION

The purpose of this module is to identify, demonstrate and practice the various competencies involved in communicating in diverse groups and situations. Competencies covered in this module will stress team work and problems solving in groups. The following is a list of competencies included in this module:

OBJECTIVES / TARGET COMPETENCIES

- * **Restating**
- * **Repeating**
- * **Paraphrasing**
- * **Summarizing**
- * **Simplifying**
- * **Reporting**
- * **Retelling**
- * **Interviewing**
- * **Questioning**
- * **Arguing**
- * **Describing**
- * **Interpreting**
- • Debating
- * Giving critiques
- * Complimenting
- • **Using appropriate oral communication (managers, peers, customers...)**
- • **Using appropriate non-verbal communication**
- • Coaching and modeling
- • Presenting
- * **Goal setting**
- • Managing conflicts
- * Giving and following instructions
- * **Solving problems (6 steps)**
- * Working in teams
- * **Recognizing and utilizing different learning styles in communicating**
- • Utilizing appropriate workplace vocabulary

Note: Critical Thinking Skills in **Bold** letters
Learning to Learn skills denoted with asterisk*

APPLICATIONS IN THE WORKPLACE

- Setting daily production goals with co-workers and leads
- Presenting ideas to leads and supervisors
- Mediating interpersonal problems within teams and departments
- Identifying problems with co-workers / team members
- Receiving instructions from leads and supervisors
- Giving instructions to subordinates and co-workers
- Facilitating and participating in team meetings
- Communicating safety suggestions and possible causes of production errors to leads and supervisors
- Giving and receiving job performance appraisals
- Cross training and training new employees

MODULE CONTENT / LESSONS

1 • Ways We Communicate
2 • Communication Barriers
3 • The Roles People Play in Teams
4 • Presentations
5 • Managing Conflicts in Teams
6 • Giving and Receiving Criticism

LESSON #1

SUBJECT: COMMUNICATION

OBJECTIVE: To enhance the students' understanding of the communication process and the different ways people communicate.

REQUIRED MATERIALS: White board or black board, marker or chalk, pencil and paper, and appendices 1.1 and 1.2.

ALLOTTED TIME: 2 HOURS

ACTIVITIES:

I. Definition of Communication

Ask students for a definition of communication. Write the various definitions on the board.

***Instructor's note:** Communication may be defined as the process by which 2 or more people interact in different situations.

II. Communication Process

A. Ask students how many people are needed to communicate.

B. Discuss that two or more people are needed for the transference of ideas or communication.

C. Pass out the 'Communication Diagram' (Appendix 1.1) and review the process as pictured.

***Instructor's note:** The communication process begins with the **Sender**. He/She must first have a **purpose** for speaking. It could be that he/she has a need to fulfill or an emotion to express. Next he/she must form a **message**. After deciding on a message, he/she must choose the **medium** or how he/she will send the message.

Will he use words or simply a gesture? Once the **Sender** has sent the message, the **Receiver** will decode this message to a meaning. He/She will decipher what has been communicated. From this **meaning**, he/she will form a reaction. When he/she sends this message back to the **Sender**, it is called **feedback**.

D. Discussion

1. What mediums do we use to communicate? Is it always verbal?

2. What is feedback? Is it always verbal? When might we use non-verbal feedback?

3. How do we communicate physically? (Write the following on the board.)

   - Verbal - with words
   - Symbolic - with our clothes, hair, jewelry, cosmetics, cars, where we live, cologne...
   - Non-verbal -
     -Body Language (gestures)
     -Where we stand (proxemics)
     -How we say something (paralanguage)

***Instructor's note:** Paralanguage is the tone of voice we use or the way we say something. For example, speaking softly, loudly, with a sigh, with a smile etc. Paralanguage is often considered to be verbal language, but for all intensive purposes it is non-verbal communication.

III. Non-verbal Communication

A. Have students break out into groups of 2-5 (depending on class size). Ask them to take 2 minutes to think of and write all the gestures we use to communicate using only our bodies. Model this by crossing your arms and tapping your foot. ask the students what this action represents to them and write an example on the board of how they could write this description (e.g. crossed arms and tapping foot = impatience).

Instructor's note: If you are dealing with a group that cannot write at this level, have them draw stick figures to keep track. For example:

(Frown)

Give them a little more time if necessary.

* When the 2 minutes are up, have the class describe or model these gestures letting the other groups guess what they are trying to communicate.

B. Gestures

1. Have students break into pairs. Hand out list of words (Appendix 1.2), 5 words per person. Make sure that each pair of students has different words. Each partner has 1 minute to express all 5 words using only his/her body, NO SOUNDS. When the first person is done, ask how many were able to get all 5, 4, 3, 2, 1, none. Repeat this process with the next partner. When all people have finished, ask what words people couldn't express and have the class try to think of ways that they would express the words.

2. Ask students how they felt when they were gesturing. Did they feel comfortable, uncomfortable, silly?

IV. Effective Listening

A. Ask students for a definition of effective listening.

Instructor's note: Effective listening is the active participation on the part of the **Receiver** to be receptive and open to the **Sender's** message.

B. Ask students how they can be an effective listener. Write their ideas on the board.

Instructor's note: Effective Listening:

- eye contact
- nod
- facial expression (smile)
- take notes
- avoid a blank stare
- ask questions when appropriate
- concentrate on what is being communicated
- respond to questions

V. Impromptu Speaking

A. Asking students to keep effective listening skills in mind, start impromptu speeches.

1. First, model the impromptu speech. Leave the room and allow students to think of a topic on which you will speak. When they have decided, speak in front of the class for 1-2 on the topic they have chosen.

2. Have each student do the same.

Instructor's note: For extremely timid or shy students, allow them to stand or sit at their seats to give their speech.

B. After each speech discuss how the student felt speaking in front of the class. Reassure each person that feeling nervous is a natural response. Think of your own experiences to share with them.

LESSON #2

SUBJECT. COMMUNICATION

OBJECTIVE: To reinforce the communication process covered in the first lesson and to develop skills in order to overcome communication barriers.

REQUIRED MATERIALS: White board or black board, marker or chalk, pencil and paper, and appendices 2.1, 2.2, 2.3, and 2.4.

ALLOTTED TIME: 2 HOURS

ACTIVITIES:

I. Review the Communication Process (Appendix 1.1)

A. Draw the communication diagram on the board and have the students tell you the steps to communication.

B. Discuss the importance of feedback.

Instructor's note: Feed back is not only important in keeping the communication process going, but also to identify misunderstanding.

II. Feedback Exercise

A. Have students break out into pairs. Give each person one of the pictures (Appendix 2.1). Make sure each person in the pair has a different picture. Have one of the partners (**Sender**) explain how to draw his/her diagram without letting the other person see the diagram. Don not allow the person trying to draw the diagram (**Receiver**) to give any feedback, no questions or words. Don not allow the **Sender** to see what the **Receiver** is drawing. When all couples are finished, talk about how each person felt.

Instructor's note: Usually the **Sender** will feel more comfortable while the **Receiver** feels frustrated.

Repeat the above process with the other partner acting as the **Sender**, however; this time, allow the **Receiver** to ask questions and give all the feedback he/she wants. When they are all finished, have each partner show their diagrams and compare the drawings.

B. Discuss the differences that occurred.

1. Which person's drawing more closely resembled the original diagram?

Instructor's note: Usually the second person's drawing will be closer to the original diagram.

2. How did each person feel as they were drawing?

3. Did it take longer the first or second round?

Instructor's note: It will usually take more time when feedback is allowed. This is one of the drawbacks to allowing feedback.

4. How can we apply feedback to daily communication practices?

5. Is feedback always necessary?

Instructor's note: Feedback is not always possible, but for effective communication it is generally necessary.

III. Barriers to Effective Communication

A. As a class, brainstorm and write on the board some possible barriers to effective communication. Have students answer the following questions:

1. What can the **Sender** do to cause barriers to effective communication?

2. What can the **Receiver** do to cause barriers to effective communication?

3. What other things can cause barriers to effective communication?

Instructor's note: Possible answers to the above questions are included in Appendix 2.2. Add any missing barriers to the list on the board.

B. From the list on the board, brainstorm ways to step over barriers and write them on the board.

C. Handout Appendix 2.3 to students and review. Were there any that the class didn't find or do they have any to add to the list?

IV. Exercise

A. Have students break out into groups of 3 to 4 people.

B. Have students think of a time when they've had a common problem communicating with someone at home or at work.

C. Have students identify the following:

1. What barriers exist?

2. What could be done differently?

3. Who needs to work on the problem?

D. Have each group share their problem and the answers with the class. Can the class think of any solutions?

Instructor's note: In order to avoid conflict and/or repercussions emphasize that the groups should not use the name(s) of the person (people) with whom they have this problem.

V. Criticism Techniques

A. Ask students how they feel when they hear the word criticism. Ask students when we use criticism on the job.

Instructor's note: Some examples = job performance reviews, when dealing with team members in self-managing work teams, with people on whom we depend to perform their job tasks so that we can perform ours effectively, with other departments...

B. Discuss the following rules of thumb when dealing with criticism.

1. Make sure it is constructive. (Make sure it is for the good of the person on the receiving end of the criticism.)

2. Use "I" and "we" messages instead of "you" messages.

Instructor's notes: "You" statements are very accusatory. For example, "You haven't finished with that yet? You know I needed that done to turn in today." On the other hand, "I" statements express how you feel and describe the situation more than blaming the situation on another. For example, "I understand that we're running behind on this, and I was thinking that if you would finish that up now, I could prepare my end of the deal so that we can get this turned in."

"I" and "we" messages are extremely difficult to use because most people have used "you" messages most of their lives.

C. Exercise

1. Have students break out into the same groups of 3-4 and discuss how they would reword the following criticism.

"You're slacking off again, and I'm tired of covering for you."

VI. Personality Types

A. Have students think of the biggest communication problem that they have with a supervisor or boss.

B. Hand out Appendix 2.4 titled Personality Types.

C. Review and read the different descriptions to the students. Remember that there is nothing wrong with any of these personality types! Have them try to identify their personality type and that of the supervisor or boss with whom they have a problem communicating.

D. Ask students to describe to the class how they would communicate differently with that person.

E. In groups of 3-4 people, have the students try to solve the following case study.

Case Study: John's supervisor, Frank, is impatient, short-tempered and demanding. John often has a problem speaking to his supervisor about what he and his co-workers need. John needs to talk to him about the machinery and the problems they have because it breaks down often. How should John approach his supervisor with this problem?

LESSON #3

SUBJECT: COMMUNICATION

OBJECTIVE: To illustrate the roles each person can play on a team and to reinforce effective word usage to promote clarity and facilitate lateral and upward communication.

REQUIRED MATERIALS: White board or black board, marker or chalk, pencil and paper.

ALLOTTED TIME : 2 HOURS

ACTIVITIES:

I. Team Member Roles

A. Have students break out into groups of 3-4 and brainstorm a list of reasons "Why grandchildren change your life."

Instructor's note: Change the question depending on the background (ages...) of students. It's important that at least one person in each group has practical knowledge of the subject matter (e.g. on is a grandparent).

Make a competition by telling the class that the first group that finishes will get a reward (e.g. cookies).

B. When students are finished, ask them the following:

1. Who did they ask first? (the grandparent?)

2. Was anyone pushing for people to hurry to win the cookie? (reward)

3. Did any teams have actual team leaders or supervisors in them? Did he/she take charge?

C. Discuss the different positions that people take when working in a group.

D. Make a list on the board of the following:

Legitimate position
Reward position
Expert position
Referent position

Read each and ask students to guess what each means.

Instructor's note: Legitimate = a person with a title (e.g. supervisor)
Reward = someone who can give a reward (e.g. pay raise) or strives to receive a reward through pushing to get the group's task finished.
Expert = the person who has practical experience or specific knowledge (e.g. grandparent).
Referent = a person who is so likable that people generally want to work with him/her.

E. Ask people if they can think of any other types of positions that people take in team work situations. Can they identify people who they work with who fit into these roles?

Instructor's note: The important point is to have students realize that everyone is important and has power in a team.

II. Effective Word Usage

A. Ask students what effective words are. Why do we use them?

Instructor's note: Effective words are words that leave very little room for interpretation. They are precise and clear.

B. Read the following statements. Ask students if each is clear or open to a wide level of interpretation. If so, why?

1.	Straighten up the area.	(A quick pick up or a detailed polish job?)
2.	Keep up the good work.	(What part of the work is good?)
3.	Give me your opinion on this.	(Be straight forward or diplomatic?)

Have students reword each using more effective words.

III. Sweeping generalizations

Instructor's note: The purpose of this exercise is to make students aware of the usage of **Sweeping Generalizations** and how to avoid them in situations when they are trying to motivate or persuade others.

A. Have students define what they think a **sweeping generalization** is. Write their ideas on the board.

Below this definition, write the following words.

all	none
every	never
each	no one
always	nothing
any	nobody

Ask students if they have ever heard someone say something like the following statements. Are they logical? Why or why not?

1. Our ideas are never important to management.

2. We always get the short end of the stick.

3. All of the employees feel the same way.

Ask students if these are any better. Why or why not?

1. The public isn't happy with this product.
   (The entire public?)

2. He doesn't understand her.
   (He doesn't understand a word she is saying?)

3. That's a bad suggestion.
   (The whole suggestion is bad? It holds no merit at all?)

Explain that sweeping generalizations don't always have to be stated - but are understood. Ask students how they can clarify a statement like this.

Instructor's note: Generally it is a good practice to ask a questions in order to clarify a statement like those above. For example, ask the questions listed below 1,2, and 3, or ask a specific questions such as, "What about the product doesn't the entire public like?".

IV. Practice

A. Have students in groups of 3-4 describe how each of the following sentences is likely to be misunderstood (if misunderstood at all). Then translate each one into clearer more effective language.

1. Work is going pretty well.

2. We have a few small details to discuss.

3. I think I get the picture.

4. I need just a little more time to finish this up.

B. Have each group read one of their examples.

V. Persuasive Speech

A. Discuss with the class that they are going to give a persuasive speech in class. They are going to be working in groups. The reason they are going to give this speech is because as self-managing work teams take over more responsibilities, giving presentations could become a part of their duties. The reason they are working on a persuasive speech is that the skills brought about from this exercise should help in daily interaction with co-workers and supervisors in motivating and gaining their support.

B. Write the following on the board:

1. As a group, decide on a topic (something about which you as a group would like to persuade the class). Make it a subject on which you can gather information easily.

2. Remember to use the brainstorming techniques. (Appendix 2.1)

3. These speeches will be given in 3 sessions from today.

4. You (the instructor) will give them more information in the next sessions on ways to persuade.

5. In addition to today, they (the students) will have 2 hours of class time to prepare during the next 2 sessions. Bring materials to make visuals if you would like. Bring in research materials to organize your speech.

C. Have them break out into groups of 4-5 (depending on class size) and start working.

LESSON #4

SUBJECT: COMMUNICATION

OBJECTIVE: To introduce basic principles of presentations in order to facilitate lateral and upward communication.

REQUIRED MATERIALS: Black/White board, chalk or marker, pencil, paper, Appendix 4.1 and 4.2

ALLOTTED TIME: 2 HOURS

ACTIVITIES:

I. Review of Persuasive Techniques (Appendix 4.1)

Instructor's note: These basics are good not only in persuasive speeches but also in persuading individuals. Describe each thoroughly and ask for students' input on each.

A. Have a clear purpose.
Guidelines:

1. Think of a statement that clearly reflects your purpose.
   For example, for a topic on gun control, you might write, "To prove that gun control should be enforced in the United States".

2. This statement should include only <u>one</u> purpose.
   Not: "To prove that gun control should be enforced and guns outlawed."

3. Think of who your audience is. What kind of language should you use?

4. Reword the statement if it seems impractical for your audience.

B. Have clear and logical reasons

1. Support your purpose with facts.

2. Choose reasons that are appropriate for you audience.

*When asking your boss for a raise, say, "I have a 96% efficiency rate" instead of "My rent was raised this month".

C. Think of your audiences possible reactions.

1. Will they be for your purpose?

2. Will they be against your purpose?

3. Will they be without an opinion?

D. Use emotional appeal to grab the audience's attention.

*Read the following aloud to the class and have them compare reactions.

Compare: After traveling the world, I feel I have found the perfect vacation spot for all people. Belize is undoubtedly the one remaining untouched paradise available to travelers.

vs.

Picture the clear blue Caribbean washing up to your feet as you sit and relax while sipping on a coconut concoction, or the warm tingling sun on your face as you walk among centuries of historical ruins listening to 250 species of birds sing and sweeten the air. This can all be yours. The virtually untouched beauty of

Belize is the perfect vacation spot for everyone.

Remember: Keep emotional appeal limited to the introduction and conclusion of the speech.

E. Be likable and credible.

1. Make sure the speech is prepared and that you are prepared to give the speech.

2. Be honest and ethical.

3. Smile and be enthusiastic.

F. Practice!

1. You are much more likely to be persuasive if you are comfortable with the material.

2. Avoid reading your speech. Have notes prepared, but don't rely on them too heavily.

II. Review that a speech must have an Introduction, Body and Conclusion.

A. Introduction: Introduces the topic.

B. Body: Supports the purpose of the speech with reasons and facts. (3 reasons is optimum.)

C. Conclusion: Restates the introduction and wraps up the speech.

*Have students break into their groups and think of an introduction, 3 supportive reasons and a conclusion for the following topic: *It is important to buy American made products.*

After each group is done, allow each give their examples and have the class vote on which groups speech sounds to be the most logical and effective.

III. Allow students to break into their groups and work on their speeches. Help them in any way. It may be a good idea to bring some supplies for them to use in making visual aids.

Also, hand out the work sheet (Appendix 4.2) 1 for each group. Have each group answer all the questions and hand it in before the end of the day. If you are working with lower-level readers/writers, help each group fill it out by spending time with each or assigning a tutor to do so.

LESSON #5

SUBJECT: COMMUNICATION

OBJECTIVE: To review techniques in managing conflicts in small teams to promote effective team work.

REQUIRED MATERIALS: Black/White board, chalk or marker, pencil, paper, Appendix 5.1

ALLOTTED TIME: 2 HOURS

ACTIVITIES:

I. Managing Conflicts

A. Ask class what conflict is.

Instructor's note: Conflict occurs naturally. We are all different people trying to agree or come to a consensus. We can't always agree.

B. Ask class what type of problems can come out of conflict in a team. (Write the following on the board.)

1. It interferes with productivity and quality of group work.
2. The task at hand may not ge completed.
3. The group might break up.

C. Ask class the following questions. How does the class feel?

1. Should conflict always be avoided?
2. Does all conflict stem from misunderstandings?
3. Can all conflicts be settled?

Instructor's note: 1. Conflict can be good. It brings the group to understand different points of view and possible points of view that other people outside of the group my have, therefore; it is a misconception that conflict should always be avoided.

2. Conflict doesn't always stem from misunderstandings. Misunderstandings are easily solved by simply restating and defining terminology...

3. Some conflicts cannot be settled. The one thing people can do in situations such as this is 'agree to disagree' and respect other people's opinions.

D. Ask the class when they feel conflict usually occurs.

Instructor's note:

- When an individual(s) doesn't agree with the others about a solution or action.
- When misunderstandings or miscommunications take place.
- When someone takes the situation personally or feels as if he/she is being attacked.

Activity: Have students break into groups of 3-4 and think of times when they have experienced each of the above situations in a group. Have each group give an example for each and discuss each with the rest of the class.

II. Ways to overcome conflict in groups

A. Have the class brainstorm ways to overcome conflict. Write the reasons up on the board.

B. Discuss the following guidelines:

1. Keep the discussion focused on the main point(s).
2. Use factual evidence instead of opinions.
3. Compromise if the situations calls for it.
4. Delay or postpone the conversation to relieve tension.

5. Make sure that the ideas are clear.
6. Ask for feedback from participants.
7. Ask people to describe rather than explain the situation or conflict.
8. Listen effectively.
9. Don't allow people to attack one another (physically or verbally).

III. Task-oriented teams - Coming to a decision

A. Review and discuss the following guidelines:

1. Make sure to clear up misunderstandings of meanings and definitions. Use clear language.
2. Define a team goal.
3. In a group, us group pronouns such as 'we' and 'us'.
4. Don't focus on close minded statements.
5. Keep an open mind. Don't always try to discuss your point of view.
6. Don't think someone must win and someone must lose when dealing with conflict.
7. Look for other opinions or disagreements.
8. Involve everyone in the discussion. Try to contribute often to the group.
9. Use open ended questions to involve everyone. for example, use questions such as, "How do you feel about that?", or "Can you summarize that last point for us, John?".
10. Don't change your mind just to avoid conflicts.

B. Are there any others which the class can think of.

Activity: Have students do the handout (Appendix 5.1).

IV. Allow class to break out into groups and work on their presentations. Stress that they should practice it together. Allow them to practice in another room if possible.

LESSON #6

SUBJECT: COMMUNICATION

OBJECTIVE: To build and reinforce presentation skills in order to aid in lateral and upward communication.

REQUIRED MATERIALS: Black/White board, chalk or marker, pencil, paper, Appendix 6.1 and 6.2

ALLOTTED TIME: 2 HOURS

I. Presentations

A. Pass out critique handout (Appendix 6.1) and have each group fill out one for another group. For example: Have group 1 critique group 3, group 3 critique group 1, group 2 critique group 4 and group 4 critique group 2.

B. Review the handout and explain that 1 is a low and 4 is a high rating. Review any questions the class may have about the critique.

Instructor's note: In a lower level reading and writing class read each sentence on the critique after each presentation and allow students to circle their rating. After all presentations have been given and all critiques exchanged, read each sentence once again so that students can see their critiques. Remember to fill out a critique for each group as well.

C. Allow the first group to prepare.

Instructor's note: Giving a presentation may be extremely difficult for some students. Be sensitive to this fact and counsel students privately if needed.

D. Have students give their presentations.

E. At the end of all the presentations, have students exchange their critiques.

F. Discuss any feelings or opinions which arise from this experience.

1. Ask students when they feel presentation skills will pertain to their work and lives.

2. It's important to emphasize the increased responsibilities that work teams will face in the future.

II. Receiving criticism

A. Talk about the various responses people have towards criticism. Hand out Appendix 6.2.

Disconfirming responses:

- Refusal to acknowledge the speaker's message.
- Interrupting the speaker
- Changing the subject
- Responding with incomplete thought
- Responding by saying one thing and showing another.
  (e.g. "I agree. It is important." said in a sarcastic tone of voice.)

Confirming responses:

- Acknowledging the speaker directly
- Clarifying what the speaker is saying to get more information
- Responding in a positive manner.
  (e.g. "I agree. It is important." said in a sincere tone of voice.)

B. Exercise

Have each student think of a time when someone has criticized you or your have criticized someone else. How did you or the other person respond to the criticism? What would you have changed if you could? share this experience with the class. Avoid using the person's name.

C. Exercise

Have students choose a partner. Each student will play the role of employee and supervisor.

1. Have the student who would like to play the role of supervisor first think of what he/she would say to an employee who doesn't seem to be performing well at his/her job. This opinion is based on the following observations:
   - The employee seems angry and treats other members of his/her team poorly. (There have been a few complaints.)
   - The employee refuses to work overtime.
   - The employee returns late from every break he/she takes.
   - He/she has been absent from work often.

2. The student who is playing the role of the employee should pretend that he/she is a new parent with a colicky baby at home. He/she is finding difficulty finding a day care facility. He/she feels haggard and is finding it difficult to put in overtime although the money would be nice. He/she should listen to the evaluation and try to tell the supervisor:
   - your job is important to you.
   - why you may be having the problems he/she has described.
   - what action you are going to take in order to avoid these problems.

3. Switch roles and repeat the above exercise.
4. When the students are finished, discuss with the class how they felt their partner

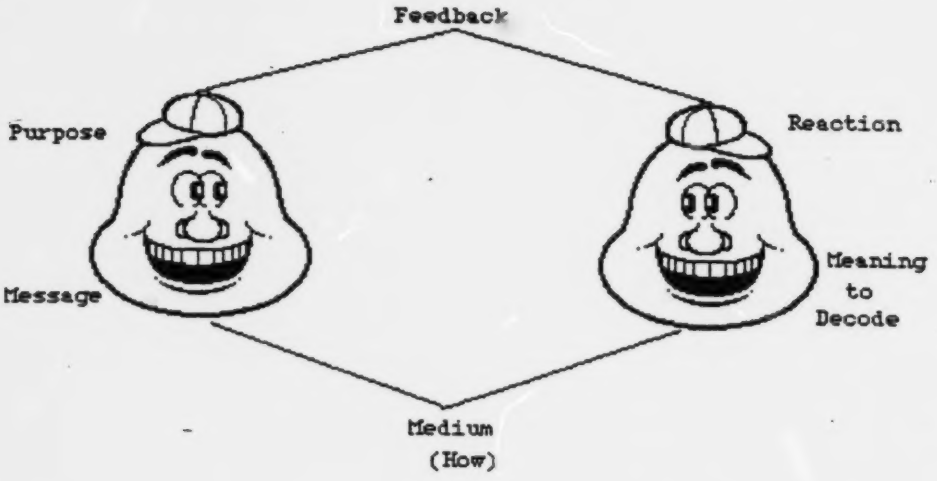
performed. Did they feel this was a productive performance review? Why did they feel this way? What did their partner do or say that impressed them? Was there anything that did not impress them?

Appendices

Wilkerson

Workplace Learning

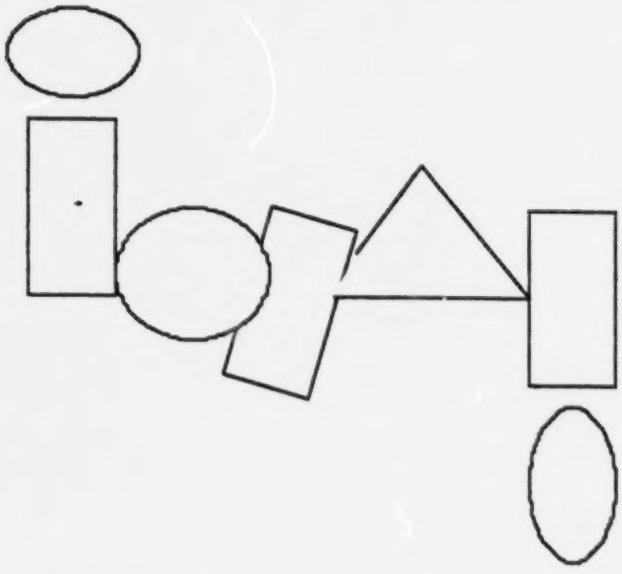
Skills


Feedback
Purpose
Reaction
Message
Meaning
to
Decode
Medium
(How)

Appendix 1.1

stove	dodge
jewelry	hook
drumstick	high heels
spray	seat belt
angry	fly
doormat	pig
pigtail	harmonica
hole	newspaper
stub	snob
squint	braid
vein	stiff
film	radio
spine	unicorn
bounce	frown
love	wine
robot	toenail
antenna	cane
heavy	bruise
tie	cowboy
dig	golf
tissue	butterfly
fiddle	muscle
iron	arrow
hot dog	dial
yo-yo	bird
hand	
kneel	
face lift	
tennis	
upside down	

Appendix 1.2



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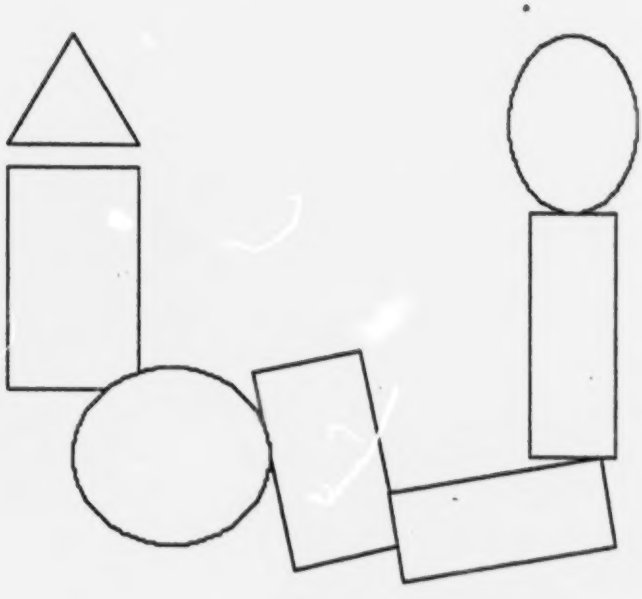


Appendix 2.1

Barriers to Communication

It may seem strange to think that there are obstacles that block the meaning of what we say. It seems that once something is said the communication process has ended. Unfortunately, effective communication is not that simple. Although it is true that "what's been said has been said",there is still a lot of varying factors that determine exactly what has been communicated.

There are many facets to the communication process.Good communication requires all of these facets. Even if only one of these elements is missing, effective communication cannot take place. Two people are needed to communicate, the Sender and the Receiver. Each plays a significant role in the communication process.

The Sender:

- The sender must have a reason or purpose for speaking. From this purpose he thinks of a message that will get his point across to the receiver. After deciding on **what** he wants to say, he must decide on **how** he wants to send it (e.g. by speaking, writing, using body language etc.). Next he must physically transmit or send the message using the **medium** he has chosen.

The Receiver:

- The receiver must **decode** the message as he receives it. By decoding the message, he is giving it meaning. This meaning will cause him to react to the message that he has received. This reaction is **feedback.**

Appendix 2.2

Sender-Caused Barriers:

1. He doesn't have a clear and "well thought out" message.

2. He uses the wrong way to send the message.

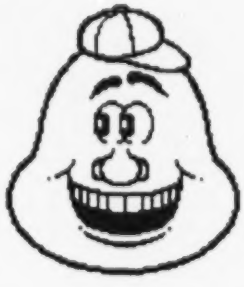
3. He uses language which causes the Receiver to stop listening, reading or receiving.

4. He doesn't analyze his audience correctly - he doesn't think about what the receiver is like.

5. He doesn't see if the feedback shows that the receiver understands his purpose or message.

6. His background and attitudes are different from those of the Receiver.

Receiver-Caused Barriers:



1. He is a poor listener, reader or observer; therefore he misinterprets the meaning of the message.

2. He jumps to conclusions and doesn't hear the Sender's message.

3. He hears or sees what he wants to hear or see.

4. He rejects the message because the message contradicts his beliefs.

Appendix 2.2

5. He has emotional barriers.(home and family worries)

Other Barriers:

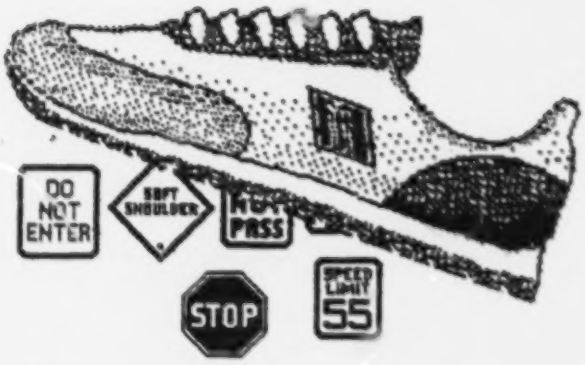
1. Noise, temperature and other physical distractions.

2. Distance (can't hear or see the message being sent)

3. Employee - Supervisor relationship (influences due to communication personality differences...)

Appendix 2.2

Stepping Over Barriers



Sending a Message:

1. Think before you speak. Try to have all the information you will need before you speak. Form a clear message.

2. Think of the best way to send the message. Is it alright to call over the phone, write a letter or talk face to face?

3. Use proper, polite and professional language.

4. Analyze how the receiver acts, thinks, and speaks, so that you can try to match his style.

5. Listen for feedback. If he says something that demonstrates he didn't receive the message correctly - try sending it again.

6. Use "I" language instead of "you" language.
   For example: You never listen to me. (no)
   I need your attention for a minute, o.k.? (yes)

7. Catch the persons attention.

Receiving a Message:

1. Pay full attention to the sender's message.

2. Put your attitudes and problems aside.

3. Don't jump to conclusions.

Other Barriers:

1. Choose an area that is comfortable and free of distractions.

2. Choose the right time to talk. A time when both people are prepared to talk. For example: Set a time with your supervisor to discuss a problem.

3. Remember personality differences and respect them - Revies the following handout "Personality types".

Appendix 2.3

Communicating With Your Boss

Why are communication skills so important? One reason is that almost all jobs require:

- getting along with other people
- sharing ideas with co-workers and subordinates
- explaining your work
- presenting proposals to higher management
- negotiating salary and responsibilities with superiors
- understanding customers' needs and problems and helping them solve them
- giving instructions and understanding them
- using meetings to coordinate a team of workers
- talking with co-workers or outside specialists to get information and ideas that will help you do your job more effectively
- etc.

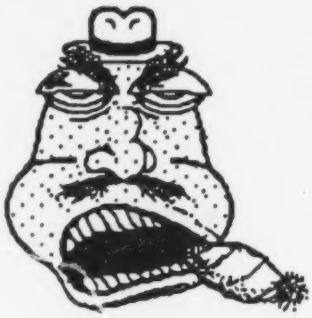
The most effective communication occurs when a person feels comfortable and free to speak with others. However; many obstacles stand in the way of this comfort zone when a person is trying to communicate with their superiors, yet it is a task that must be performed daily for most individuals.

In this lesson you will be introduced to four different personality types, their characteristics and ways for you to deal with each effectively. After reading about these four personality types there will be an exercise that will allow you to analyze different situations.

PERSONALITY TYPES

While you are reading the following descriptions, try to think of people with whom you work who match each of the following types. Try to find which personality best describes your supervisor.

Dominant Personality



Description:
The dominant person has a "bottomline" type of character. He won't stand for any nonsense on the job. He often is called impatient and may seem rude at times. He is a very self confident individual and expects only the best from his subordinates. He is always looking for results in his work and the work of his subordinates. His greatest fear is to be "taken" or "taken advantage of" in some way.

Communication techniques:
When dealing with a dominant person, it is best to stick to the business at hand. Don't talk in a round-about fashion. Be direct and focus your attention on the main topic of the conversation. Because a dominant person wants action or results, it is best to follow his lead and focus in the same areas.

Appendix 2.4

Appendix 2.4

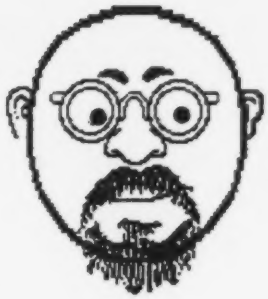
Manipulative Personality

Description:
A manipulative person is generally a "people person". He likes to be around others and is usually fun to be with. He is an emotional person who will share his concerns with you and will also listen to your concerns. He is a talkative person who enjoys a good conversation. His greatest fear is "loss of approval" by his co-workers, supervisors and subordinates.

Communication Techniques:
When trying to speak with a manipulative person it is best to lead him into talking. Be enthusiastic with him and about his ideas, but don't let him get off track. Try to keep focused on the main concern.

Appendix 2.4

Technical Personality:



Description:

The technical or competent person is usually described as a perfectionist. Everything has to be done correctly or not at all. In order to ensure perfection, he will check out all details before making a decision or turning in completed work. Although he may seem very logical, he does have a very sensitive side which will show itself when he brings up petty events from the past. His greatest fear is to be criticized.

Communication techniques:

When dealing with a technical person, it is advised to have all information with you as he will probably ask for it. Be as logical as he is, but let him know that he is still in charge of the conversation. Avoid using criticism with him. it is best not to tease or rib him because it could be misconstrued as criticism.

Appendix 2.4

Stable Personality

Description:

The stable person has a very steady personality. He is generally loyal to his superiors, co-worker and subordinates. He is very patient and is not quick to make decisions. He listens and weighs matters very carefully. He tends to be inflexible because he feels he has thought things through thoroughly. His greatest fear is "to lose his security".

Communication Techniques:

When dealing with a stable person, it is best to be sincere. he will feel uncomfortable speaking with you if you try to push him into making a decision or answering a question too quickly, so don't push him, go slowly. Because he likes to take his time making decisions, it is a good practice to help him by offering him alternative solutions.

Appendix 2.4

Persuasive Techniques

1. **Have a clear purpose.**

2. **Have clear and logical reasons.**

3. **Think of your audience's possible reaction.**

4. **Use emotional appeal to grab their attention.**

5. **Be likable and credible.**

6. **Practice!!!**

Appendix 4.1

Work Sheet:

Directions: Answer the following questions about your speech:

1. What is the purpose of your speech? (circle one)

   a. to alter a belief

   b. to reinforce a belief

   c. to get action

2. With what logical reasons are you supporting you speech? (Write down your reasons)

3. Is you audience likely to be: (circle one)

   a. in favor of your proposition?

   b. not in favor of your proposition?

   c. without an opinion?

4. What are you using for emotional appeal? (circle as many as apply)

   a. verbal language (give examples)

   b. non verbal language - body language

   c. pictures, charts, graphs

   d. other _____

5. What should you include in you speech to show credibility?

Appendix 4.2

Activity: Have students do the following exercise.

Handout:

Directions: Read each statement and check whether you agree or disagree with each one.

AGREE	DISAGREE		
_____	_____	1.	You have nothing to fear but fear itself.
_____	_____	2.	Honesty is the best policy.
_____	_____	3.	The opposite of love is hate.
_____	_____	4.	Man is the most humane of all creatures.
_____	_____	5.	Our legal system is as good as it can be.
_____	_____	6.	Freedom and responsibility go hand in hand.
_____	_____	7.	Love means never having to say you're sorry.
_____	_____	8.	History repeats itself.
_____	_____	9.	The United States is a melting pot.

Directions continued: When you are through, wait for the rest of your group to finish. When they are finished, break into small groups and try to come to a consensus on each statement and answer. If the groups cannot come to a consensus. You may reword the statement to meet the group's requirements.

Appendix 5.1

Critique:

1.	Did you understand the purpose of the speech?	1 2 3 4
2.	Did the speech catch your attention and interest?	1 2 3 4
3.	Was it appropriate for the audience?	1 2 3 4
4.	Were the reasons they used sound?	1 2 3 4
5.	Did the group use emotional appeal to supplement the speech?	1 2 3 4
6.	Was the speaker(s) credible?	1 2 3 4
7.	Did you feel the speech was organized?	1 2 3 4
8.	Was the language	
	clear?	1 2 3 4
	appropriate?	1 2 3 4
9.	Was the speech convincing?	1 2 3 4

Appendix 6.1

Disconfirming:

- Refusal to acknowledge the speaker
- Interrupting the speaker
- Changing the subject
- Responding with incomplete thoughts
- Responding by saying one thing and showing another.
  (e.g. Saying in a sarcastic tone of voice, "I agree. It is important.")

Confirming:

- Acknowledging the speaker directly
- Clarifying what the speaker is saying to get more information
- Responding in a positive manner.
  (e.g. Saying in a sincere tone of voice, "I agree. It is important.")

Appendix 6.2

Wilkerson

Individual Student

Activities

Individual Student Activities

LESSON #1

Non-verbal Communication:

- While on the job or at home, be especially observant and watch the body language that people are using around you. Bring any signals to class to show the class and discuss what these signals might mean.

- If you eat out at an ethnic restaurant, be observant to the body language that the employees use with one another. do you know what they are saying? Is body language different in various cultures? Bring some examples to class to show the class and discuss what these signals might mean.

Effective Listening:

- While talking to a friend or co-worker, try to practice as many of the effective listening skills that we've talked about. How did the conversation progress? did your freind or co-worker speak more than usual? What other observations can you make?

Individual Student Activities

LESSON #2

Feedback:

- Choose a person who generally doesn't allow for feedback (e.g. a supervisor, family member, co-worker). While listening to this person, try to give as much feedback as you can. How did that person respond? Did you feel uncomfortable? Did it help or hinder the communication process? Why? Talk about your observations in class.

Barriers to Communication:

- While watching your favorite TV show, try to find examples of communication barriers. Who caused the barrier? What happened because of the barrier? did the characters overcome the barrier? If you could rewrite the script and remove the barrier, how would you change it?

Criticism Techniques:

- While at work, practice using "I" mesages with your co-workers. This may seem simple, but give it a try. Was it easy to form these messages? How did people respond to your messages? Any other observations?

Individual Student Activities

LESSON #3

Team member roles:

Look around at your co-workers. What roles do they play in the team? What role do you generally play within the group? What type of power position do these people take?

Effective word usage:

Listen to the directions people give you on the job. Are you having to assume what they mean or is the meaning clear? Who do you think uses the most effective words at work? Is this person easily understood? Why or why not?

Individual Student Activities

LESSON #4

Persuading others:

In one day, try to count how many times you try to persuade other people. Start counting from the moment you wake up. What techniques do you use? Do they work? If not, what could you do differently?

LESSON #5

Managing Conflicts:

Think of the last conflict you experienced at work or at home. What caused the conflict? What happened because of the conflict? How was the conflict settled? did you feel that it ended in a win-win situation?

LESSON #6

Confirming and Disconfirming responses:

When in a group situation (e.g. a family gathering or team meeting) and observe the interaction and the confirming and disconfirming responses. How was the conversation chaged according to the responses? What would have changed if the responses would have been different?

COMMUNICATION
IN
ENGLISH
AS A SECOND LANGUAGE

ENGLISH AS A SECOND LANGUAGE
by
MARK SULLIVAN

COMMUNICATION IN ENGLISH AS A SECOND LANGUAGE

Speaking, Listening and Teamwork

INTRODUCTION:

This section of the curriculum guide is designed to outline strategies for the introduction of communication skills for the workplace, especially in respect to the needs of non-native English speaking populations. The range of these skills will extend from basic pronunciation to problem solving and team building and will include defining basic workplace vocabulary and usage.

OBJECTIVE / TARGET COMPETENCIES

* **Asking and answering questions**
* **Requesting clarification**
* Giving and **following oral directions**
* Using appropriate grammar/language with supervisors and co-workers
* Applied problem solving techniques
* Managing conflicts
* **Predicting outcomes / cause and effect**
* Using appropriate non-verbal communication

APPLICATIONS IN THE WORKPLACE

* Understanding oral direction and instructions from supervisors and co-workers.
* Active listening skills, such as repeating spoken directions to check understanding; asking questions to clarify meaning.
* Socialization skills through improved communication for better team performance.
* Improved learning skills for better understanding / performance in technical training programs.

MODULE CONTENT / LESSONS:

Lesson 1: Personal Introductions (Instructors competency check)

Lesson 2: The American Alphabet

Lesson 3: O, The Sounds We Make

Lesson 4: "The Sounds Of English", Virginia French Allen

Lesson 5: Team Spelling

Lesson 6: "Wheel Of Fortune"

Lesson 7: "Jeopardy"

Lesson 8: Really Important Words

Lesson 9: What?

Lesson 10: Directions and Positions

Lesson 11: Following Directions - Where Do I Go Now?

Lesson 12: Giving Directions - Put 'er There!

Lesson 13: Question / Answer Charades

Lesson 14: Communication Rating Quiz

Teacher Note:

Every person who teaches, be they new or seasoned teachers, has as individual a style, method and philosophy as there are styles of learning. Alas, we cannot cater to all. I can, however, share some of these activities and strategies that have worked for me. I doubt that any of these strategies are new. A lesson plan is never a revelation, but an evolution of ideas adapted to the changing classroom environment. These are a few of the directions that this evolution has taken me.

On completion of these lessons, and with the hope that the student has been successful in internalizing some of the skills learned through this module, (and in conjunction with **Reading and Language**), the non-native English speaking student should be ready to begin the Workplace Learning Skills Communication Module.

MODULE: COMMUNICATION IN ENGLISH AS A SECOND LANGUAGE

Lesson 1: Personal Introductions (Instructor Competency Check)

Objective: To begin introducing students to the communications process; to provide the instructor with a better sense of competency levels in the classroom.

Required Materials: Team Interview Form (appendix esl 1.0)

Time Allotted: 20 -30 minutes

Activities:

Begin by allowing the group to separate into pairs, (if the group seems hesitant to identify their own partners, the instructor may need to pair the students arbitrarily). Distribute the Team Interview Forms to each student and review the instructions at the top of the page with the group. Check comprehension by modeling an interview with one of the students. Ask for questions. Students should be working in teams of two and should choose another team to interview. Again, if a team seems hesitant to choose another team to interview, the instructor may need to help them choose. One partner should interview one of the other teams partners (with help from his team member for both questions and answers). When the first team has completed their interview of both partners on the second team, switch.

When both teams have completed their interviews of each other, and the class is ready, each interview team must stand and introduce the individuals that they interviewed using the information that they were given.

MODULE: COMMUNICATION IN ENGLISH AS A SECOND LANGUAGE

Lesson 2: The American Alphabet

Objective: To introduce the basic sounds of English with the fundamentals of the language.

Required Materials: Chalk / dry-erase board; chalk / markers.

Time Allotted: 20 minutes

Activities:

Except in very basic cases, this exercise will be a review for most students and the instructor should not need to dwell to long on this lesson. Before beginning this lesson the instructor should write the alphabet on the board. To begin, ask the students to listen carefully to the instructor as he/she reads the alphabet aloud to the class. Note: while this may seem too basic and even, perhaps, condescending to many adult learners - even many non-native English speakers - the purpose of this exercise is not to teach the alphabet, but to familiarize the learner with the basic sounds of the alphabet, and hence the basic sounds of the language. The instructor should make the students aware of this purpose before beginning the lesson.

When the students have heard each letter, give them an opportunity to repeat the sounds themselves. Review the sound of each with every student and pay close attention to the pronunciation of each. Drill every student until they have successfully uttered each of the sounds correctly.

PRONUNCIATION

Target Competencies:

* Utilizing workplace vocabulary.
* Using appropriate oral communication.
* Giving and following oral directions.

Teacher Note:

The correct pronunciation of language is a practiced oral and aural skill. It requires consistent reinforcement throughout the learning process. Perhaps one of the most common shortfalls of any experienced second language teacher is the tendency to overlook minor mistakes in pronunciation. That is also one of the greatest frustrations of the second language learner, however. For the adult learner, effective communication in critical situations such as the workplace requires pronunciation skills sufficient to be understandable to native English speakers with little or no experience working with non-native English speakers. In many cases their livelihoods may well depend on it.

The following activities are adaptations from "The Sounds of English", by Virginia French Allen. In her text she identifies many of the primary sounds in standard English and effectively illustrates the usage in a manner that is easily understood by many non-native English speakers. The application to workplace vocabulary is a tool that can be immediately reinforced in the real world of the student. Continued practice with this tool will create a basis with which the student will be better prepared to communicate effectively at work or at home.

LESSON # 3 **O, The Sounds We Make**

Required Materials: Chalk/dry erase board; chalk/markers; eraser.

Required Time: 15 to 20 minutes.

ACTIVITIES: Begin with a list of the top ten sounds of English written across the top of the board, (see ESL Communication Appendix 1.1). Down the left side of the board write the names of all of the different languages that are represented in the group. Obviously, this will vary from one ESL class to the other. Solicit examples from the group of some of the sounds that they make in their own languages. Each time that they give you a sound that corresponds to one the major sounds of English put a check under that sound, next to that language on the board. Make sure that all of the languages respond with at least one or two correspondent examples so that all of them are represented on the chart.

With the chart completed, write an example of each sound in English under the representation on the board and discuss the similarities of sounds in all languages. With a higher level group I, in my inimitable way, like to get involved in lengthy discussions about the physiology of sound. With lower level groups I like to practice with specific examples from both English and the student's native language; continually reinforcing the similarities of sound in both. This may help to dispel some of the second language fear factor.

Lesson 4: The Sounds of English

Required Materials: ESL Communication appendix 1.1. Chalk/dry erase board; chalk/marker; eraser.

Required Time: 20 to 30 minutes.

ACTIVITIES: Begin with an explanation of the vocabulary used on the worksheet, it's spelling and meaning. Have the students fill in the blanks indicating the parts of the mouth and face as practice. I will usually allow them to work together to discover the terminology themselves. Especially with lower level groups. Once they have completed that, review each term and talk about the use of each part of the mouth when the students make the ten basic sounds in their own languages. Model some of the similarities in English, being careful to illustrate as well as possible the position of the tongue or lips as each sound is made. Ask the students to demonstrate the same positions in their own languages. This can get out of hand on occasion as people tend to distort their faces in order to show off their tongue position. Enjoy.

With that over, move to the bottom of the handout and ask the students to study each sentence for a few minutes. Ask the group if they can tell you what is the single most common sound in the English language (uh). Let people guess until they are able to discover it on their own, or you might give them a bit of prompting by indicating to them that the sounds are given in order at the bottom of the page. Allow them to practice the pronunciation on their own at first, based on the similarities outlined in the previous lesson. Review each sound to give them a familiarity with them before practicing the application of the tool.

Read the final sentence aloud to the class and demonstrate how each sound relates to the words in the sentence. With the vocabulary list gathered for lesson #1, ask the students to work together to apply the corresponding number to each vocabulary word. Note to the students that many times one word may contain more than one sound, and that they should indicate all of the sounds in each word. Continue practice until the students have little or no trouble applying the tool to specific vocabulary.

Teacher Note: It would also be helpful to apply the same tool to the pronunciation of the vocabulary from lesson #4. It is important that the students continue to practice these sounds and reinforce the correlation to the numbering system so that the application is made correctly.

Student Note: Listen to the words that you here at work and at home and practice using this tool. Write words that you hear on paper and write the numbers of each sound with the words and then practice saying them by the numbers.

LESSON #5 **Team Spelling**

Required Materials: Chalk/dry erase board; chalk/markers. Comprehensive list of familiar vocabulary from the workplace.

Time Requirement: 20 - 30 minutes; (Warm up exercise).

ACTIVITIES: Introduction of Workplace vocabulary. With some lower level classrooms it may be necessary to review the English alphabet prior to subjecting the student to a dictation exercise.

Once the student feels confident with the identification and pronunciation of the majority of the alphabet, (total confidence will come later), introduce a small amount of some of the most familiar workplace words. Three to five at the most, and preferably some that the entire group will hear several times a day on the job.

Introduce the vocabulary orally, as a dictation, and ask the students to spell the word as well as they can. If they cannot spell the word correctly, tell them to sound the word out as well as they can. Explain to them that this is not a test, but that the group will work together to discuss correct spelling later.

Following the dictation, allow the group to talk about the spelling of each of the vocabulary terms without interference from the teacher. Ask them to come up with a list on their own with the spellings that they as a group feel are the most correct.

Finally, give the students a listing of the correct spellings to compare with their own, and again to discuss on their own. Answer questions as they arise and discuss meaning with the group. Ask them how each word is used in the workplace and in what context they would hear it used most often. With lower level groups, work with them on pronunciation and meaning.

Student Notes:

To practice the pronunciation of certain letters and vocabulary, the most current program available on the Macintosh computer system is the Pronunciation Plus program. There are other pronunciation programs available both for the Macintosh systems and for MS-DOS systems as well.

Try to make notes through a day or two of the vocabulary that you hear most often at the workplace. Don't worry too much about the spelling at first. Try to write the sounds that you hear.

LESSON 6 **Wheel of Fortune**

Materials Required: Chalk/dry erase board; chalk/markers; erasers.

Time Required: 25 to 30 minutes (warm-up exercise). List of workplace vocabulary.

ACTIVITIES: Use the same list of workplace vocabulary introduced in previous classes. Separate the vocabulary into specific categories (i.e.: production, quality control, sales, etc.).

Draw a grid on the board with 10 to 20 spaces in one or two lines from the top of the board. Make a space under the grid and mark it for the puzzle category. Block out, with an X or some other indicator, the spaces in the grid that will not have a lettering them to show the number of letters in each word or phrase.

Divide the group into teams of 2 or 3 people each. Use whatever method you feel comfortable with to choose what team will start first. I usually start on the left, or something like that. Explain that each team will be given a category (written on the board) and that there will be a certain number of blank spaces in the grid to indicate the number of letters in the word or phrase. The team that starts will have the first opportunity to choose a letter in the word. Vowels will be worth 1 point for the team. Consonants are worth nothing. Nothing against consonants, but there are just too many of them to offer any points for them. Make it clear that everyone needs to be careful with the pronunciation of the letters, as they will not get any points for mispronounced letters. You can't give them a point for an *I* if they say *E*. If a team chooses correctly, they may continue to choose until they miss a letter, at which point the next team may choose. The team with the most points at the end of the game wins. I have not found prizes to be necessary. There is satisfaction in being the best.

Teacher Note: This may be adapted to key phrases in the workplace as well with upper level students, or you may choose to use recognizable phrases and vocabulary from outside the workplace as well. In any case, it is an entertaining way to start or end a class.

Student Note: It is always good practice to watch television or video tapes in English. It will give practice with the sounds of the language. Try taking a bit of time every now and then to watch the game show WHEEL OF FORTUNE on TV. It will help.

LESSON 7 **Jeopardy**

Materials Required: Chalk/dry erase board; chalk/markers; eraser. Noise makers.

Time required: 15 to 20 minutes.

ACTIVITIES: Use vocabulary introduced in previous classes. If there are a large number of words or phrases in the list it may be beneficial to create categories of the vocabulary, such as: production, quality control, sales, etc..

Separate the group into teams of 2 or 3 people. If possible, give each person a noise maker of some sort or another. If none are available, raised hands will do. Decide who will start the game and then write the categories on the board. Teams will then choose the category that they want. Dictate the *definition* of the vocabulary, or phrase and allow the team 20 seconds to respond with the correct question. Each correct question is worth 1 point for the team. A wrong question gives the next team in line the opportunity to respond. The team with the most points wins.

Teacher note: This activity is particularly effective with workplace acronyms and abbreviations. Try it. Students tend to wonder just how much they know when they are finished. It seems to encourage some additional investigation outside of the classroom.

Student Note: Practice this game at home by watching the real JEOPARDY on TV. When you are working, listen for some of the vocabulary used around you. Ask questions about the meaning of words that you don't understand.

General Note: Games, I have found, are an excellent vehicle for the practice and application of difficult vocabulary. They provide a nearly tactile study tool to an otherwise intangible concept. There are many other games that could be applied to the workplace vocabulary. *Hangman*, *Charades*, and *Pictionary* are a few others that you might try. For additional oral practice role playing and skits, as well as musical applications can be effective with general vocabulary practice.

The acquisition of vocabulary is not static in the learning process. It is a task that will continue throughout the length of this program, and for the life of the student if all is successful. Written and oral applications will be further outlined throughout this text.

LESSON # 8 **Really Important Words**

Required Materials: Chalk/dry erase board; chalk/markers; eraser.
Cuisinaire Rods (or equivalent);
ESL Appendices worksheet 1.0.

Required Time: 40 to 50 minutes.

ACTIVITIES: Divide the board into three sections and at the top of board write the words: Articles - Pronouns - Prepositions, one in each section. Ask the class to think of as many *small words*, (1 to 5 letters maximum), as possible and write each example in the correct category line. If they give you any that don't fall into any of these categories, set them aside for further explanation later. Next, ask the students as a group to tell you which of the categories tells them place, number or names and write those words above the corresponding grammatical name. Finally, ask the students to give you some examples of how each category is used in a sentence. Ask them to try to explain in their own words how each is used.

Follow this with a dictation practice exercise: Identify key difficult vocabulary in a sentence or phrase that would be recognizable in the workplace to everyone. Check the spelling, pronunciation and meaning of the vocabulary with the group. Next, ask them to use the lists of small words and combine them with the hard vocabulary to write a sentence. Review the sentences that each person wrote with the group. Encourage feedback from the group on grammar. Finally, dictate the original phrase from the workplace to the group and ask them to write it under their own sentences. The ESL appendicy 1.0 has a dictation prepared, or you may want to create one of your own using specific workplace phrases or materials. The key ingredient would be the inclusion of each of the three grammatical categories.

Lastly, ask the students to think about the reasons for writing the sentences that they wrote. With some higher level groups you might get answers that would indicate thinking about subject, reasons for writing, what verb tenses they might want to use, and who was going to see the sentences or hear them. With lower level sentences, it may take a bit more prompting from the instructor or class. Or a lower level student may simply say that it was the easiest thing for them to write. Fine. It still indicates the object of their writing. Let them know.

Student Note: The next time you need to read anything at work or at home, notice the small words in each sentence and how they are used. Think about what they do in the sentence and ask questions about them. Also, if you have a computer available, there is a program available right now that will offer excellent practice with the use of these grammatical ideas called, *Rhubarb*, from **Educational Associates**.

MODULE: COMMUNICATION IN ENGLISH AS A SECOND LANGUAGE

Lesson 9: What?

Objective: To introduce basic asking and answering question skills and vocabulary. Quick study and review.

Required Materials: Appendix esl 1.2; appendix esl1.3

Time Allotted: 30 minutes

Activities:

Ask students to brainstorm vocabulary that would be used to ask questions. What are some of the words that we use that tell us that someone is asking us something? Write all suggestions on the board before handing out the first worksheet (appendix esl 1.2). Leave all of the students own vocabulary written on the board as you give them their first worksheet, and ask them to read and follow the directions on the handout. Encourage the group to use each other, work together, to complete the exercise, and to ask questions. The chart at the bottom of page 1.2 is there to help the students form questions in the exercise.

As students finish, give them the second handout (esl 1.3), and ask them to complete the sentences with the correct words. Discuss the differences between the questions and the answers; where do the pronouns go in a question? Where is the verb in a question? Answer?

MODULE: COMMUNICATION IN ENGLISH AS A SECOND LANGUAGE

Lesson 10: Directions and Positions (Dictation Exercise)

Objective: To familiarize the student with basic vocabulary used in giving and following direction.

Required Materials: Appendix esl 1.4; appendix esl 1.5.

Time Allotted: 20 - 30 minutes

Activities:

Hand out esl 1.4 and begin with compass directions by asking the class to brainstorm the vocabulary first. Write all suggested vocabulary on a board before allowing the students to copy onto their paper. Add any missing vocabulary that may be required to complete the top portion of the handout. When finished brainstorming, the instructor should first dictate all necessary vocabulary for the exercise and drill for pronunciation.

Tell the students to work together, and to ask any questions that they need to in order to complete the top portion of the worksheet. When they have completed the compass directions portion, debrief with the class and review. Ask about their own environment: what direction do they take to go home at night? What direction is work from their house? Etc..

Brainstorm vocabulary for flat positions. Write all suggested words on the board and debrief. Ask any of the students to describe for the group what they do in their jobs. Encourage them to use as much of this vocabulary as possible.

Handout esl 1.5 and follow the same procedure as outlined for the first part of this exercise. Debrief when finished. Ask any of the students to describe for the group what they do in their jobs. Encourage them to use as much of this vocabulary as possible.

MODULE: COMMUNICATION IN ENGLISH AS A SECOND LANGUAGE

Lesson 11: Giving / Following Directions - Where Do I Go Now?

Objective: Application of vocabulary and skills studied thus far.

Required Materials: Appendix esl 1.6 and 1.7

Time Allotted: 20 minutes

Activities:

Break the class into pairs - whatever works best for the group - and give one partner in each pairing 1.6 and the other partner the other handout, 1.7. Instruct the group to read and follow the instructions very carefully and to ask questions. Encourage the group to work together for vocabulary and structure as needed. Person A begins and when the first part is completed, person B begins. Debrief and review with the class when all partners are finished.

MODULE: COMMUNICATION IN ENGLISH AS A SECOND LANGUAGE

Lesson 12: Put 'er There!

Objective: Application of skills and vocabulary for giving and following directions, asking and answering questions; active listening.

Required Materials: Cuisinaire Rods (or reasonable facsimile); notebooks or other barrier device for separating partners.

Time Allotted: 1 hour

Activities:

It would be a good idea for the instructor to review basic prepositions, and vocabulary again prior to starting this lesson. It is also suggested that the class practice a few LRD (Listen, Repeat, Do) exercises before beginning to practice some active listening. LRD exercises are simply giving students brief verbal instructions that would involve 3 to 4 simple tasks. The student must listen first, then repeat the instructions in their own words and then perform the tasks. Do this with everyone first so that everyone is comfortable and familiar with this active listening strategy. The use of colored rods for this is very effective.

The primary object of this activity is to take turns with a partner assembling a set of colored rods into a shape that they can then describe to their partner to be copied by them. The language key here is to keep the first shape hidden from the receiver of the information so that the receiver gets only verbal information to work with. When the instructions from the first partner are complete, and the receiver feels that they have satisfactorily completed the task, remove the barrier to compare the shapes. Switch; the first partner must now receive instructions from the second. Practice this as many times as is necessary to perform each partners instructions as successfully as possible. Make certain that the students create a different shape for each new set of instructions.

Before letting the students begin, it is suggested that the instructor model the exercise once for the class.

MODULE: COMMUNICATIONS IN ENGLISH AS A SECOND LANGUAGE

Lesson 13: Question / Answer Charades

Objective: Familiarization with the importance of body language in communication; additional practice with vocabulary and asking and answering questions; introduction of new vocabulary.

Materials Required: Appendix esl 1.8

Time Allotted: 45 minutes

Activities:

Before beginning this lesson, discuss with the group some of the different ways that people communicate with each other without using verbal language. Brainstorm all of the various means by which we transmit information without using the spoken word and write everything on the board. When finished, focus on the items that are related to body language. Discuss some of the cultural differences that students have experienced or noticed in terms of body language. What do different gestures, or motions mean in their cultures? How are they different in the United States?

Hand out esl 1.8 to the class and give them a few moments to review for themselves. When the class seems ready, review the new vocabulary with the group. Check meaning and pronunciation of each word and encourage questions. When this is complete, and the group feels relatively comfortable with the vocabulary, model one new vocabulary word for the group using only body language to demonstrate meaning. Finally, ask for a volunteer, or choose at random, one student to choose a word from the list and act out the meaning of the word. The rest of the class may then guess the word or ask questions to help them guess. The student who is demonstrating the vocabulary may only nod yes or no to answer any questions from the rest of the class. Continue until everyone in the group has demonstrated at least one word.

MODULE: COMMUNICATION IN ENGLISH AS A SECOND LANGUAGE

Lesson 14: Communication Rating Quiz

Objective: Review communication skills studied

Required Materials: Appendix esl 1.9

Time Allotted: 15 minutes

Activities:

Distribute esl 1.9 and allow a few minutes for the class to review the instructions and questions. The instructor should then read the instructions aloud to the class and check comprehension. When all feel comfortable with the instructions, tell the class that this exercise must be completed individually and that if they have any questions as they complete the worksheet, the instructor will be available to answer them all.

APPENDICES FOR

COMMUNICATION IN ENGLISH AS A SECOND LANGUAGE

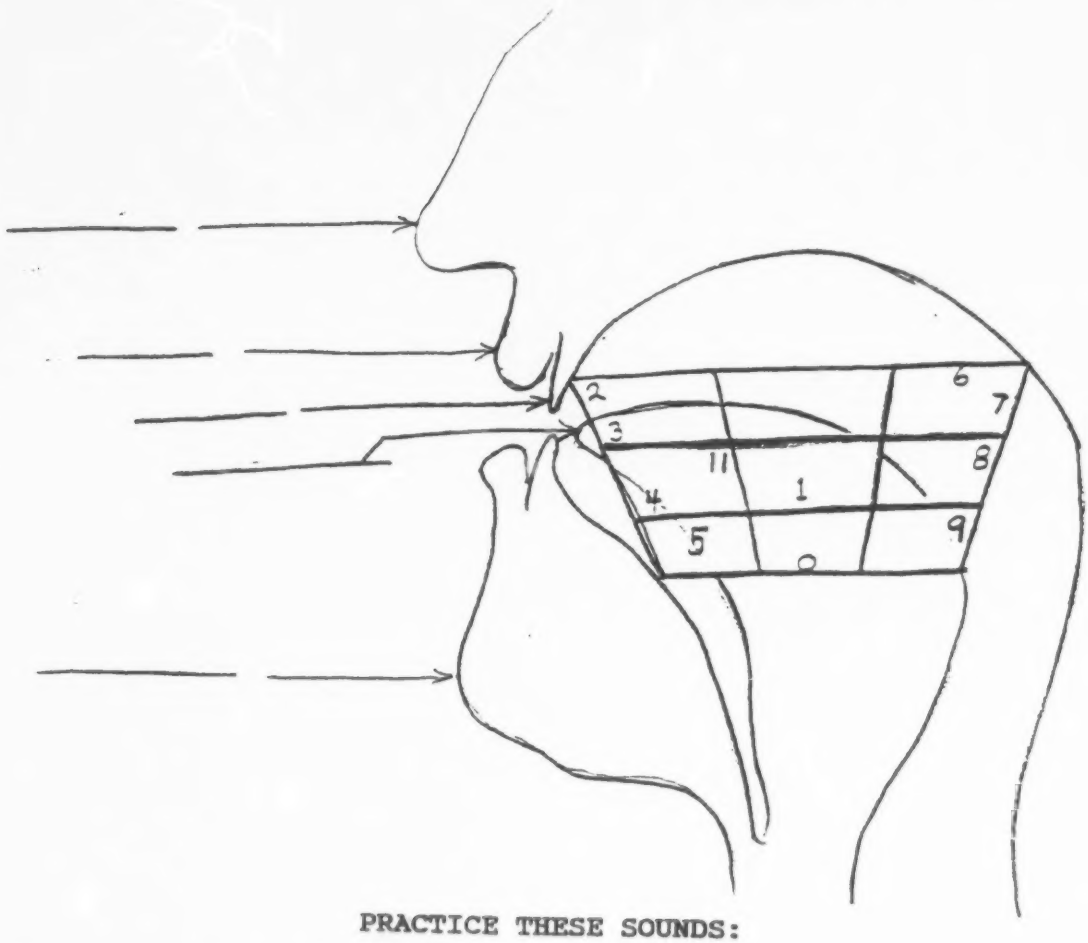
PRONUNCIATION PRACTICE

From: *THE SOUNDS OF ENGLISH;* by Virginia French Allen

Vocabulary:

Front	Behind
Back	Teeth
Middle	Tongue
Top	Lips
Bottom	Mouth

Look at the picture below and think about your own mouth. Where is your tongue when you say familiar words in your own language?



PRACTICE THESE SOUNDS:

DUCKS FEET HIT WET SAND. SCHOOL BOOKS QUOTE LAWS.
1 2 3 4 5 6 7 8 9

FAR AWAY CAR
0 11 0

THAT CAR IS A GOOD ONE.
5 0 3 11/1 7 1

QUESTION WORD STUDY

Read and Practice the following:

WHO WHAT WHEN WHERE WHY HOW

==========

Write a question using each word in parenthesis:

1) (who)_____?

2) (what)_____?

3) (when)_____?

4) (where)_____?

5) (why)_____?

6) (how)_____?

* Irregular verb: To Do

	Present	Past	Future (will)
I ----------	do	did	will I do
He, She, It ----------	does	did	will ___ do
We, You, They --------	do	did	will ____ do

ASKING AND ANSWERING QUESTIONS WORKSHEET

Complete the blanks in the following questions and write the answers below. Use the appropriate pronoun in your answers.

1) _____ we _____ today?

_____.

2) _____ Victor's job difficult?

_____.

3) Is your job _____?

_____.

4) _____ are _____ doing this weekend?

_____.

5) _____ _____ you going?

_____.

6) _____ _____ you going with?

_____.

7) [redacted] _____ is it done this way?

_____.

8) _____ do _____ say that in English?

(to do, past tense)_____.

DIRECTIONS AND POSITIONS

One of the most difficult things to learn in a foreign language is the different ways of giving directions and describing positions. We will look at several different ways of expressing these relationships. Listen carefully to the prepositions used in many of the phrases.

Fill in the spaces as the teacher reads.

Group 1: Compass Directions

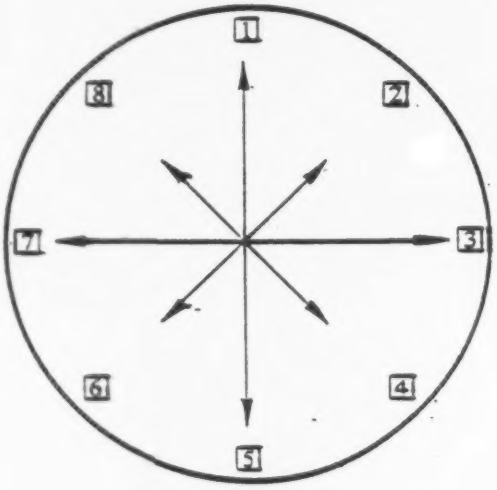
1._____

8._____ 2._____

7._____ 3._____

6._____ 4._____

5._____



Group 2: Flat Positions

1.	2.	3. upper right
4.	5.	6.
7.	8.	9.

Group 3: Horizontal Rows (Lines)

1. _____
2. _____
   ( )
3. _____
4. _____
5. _____
6. _____
   ( )
7. _____

Group 4: Vertical Columns

1	2	3	4	5	6	7

Lesson 11

Person A

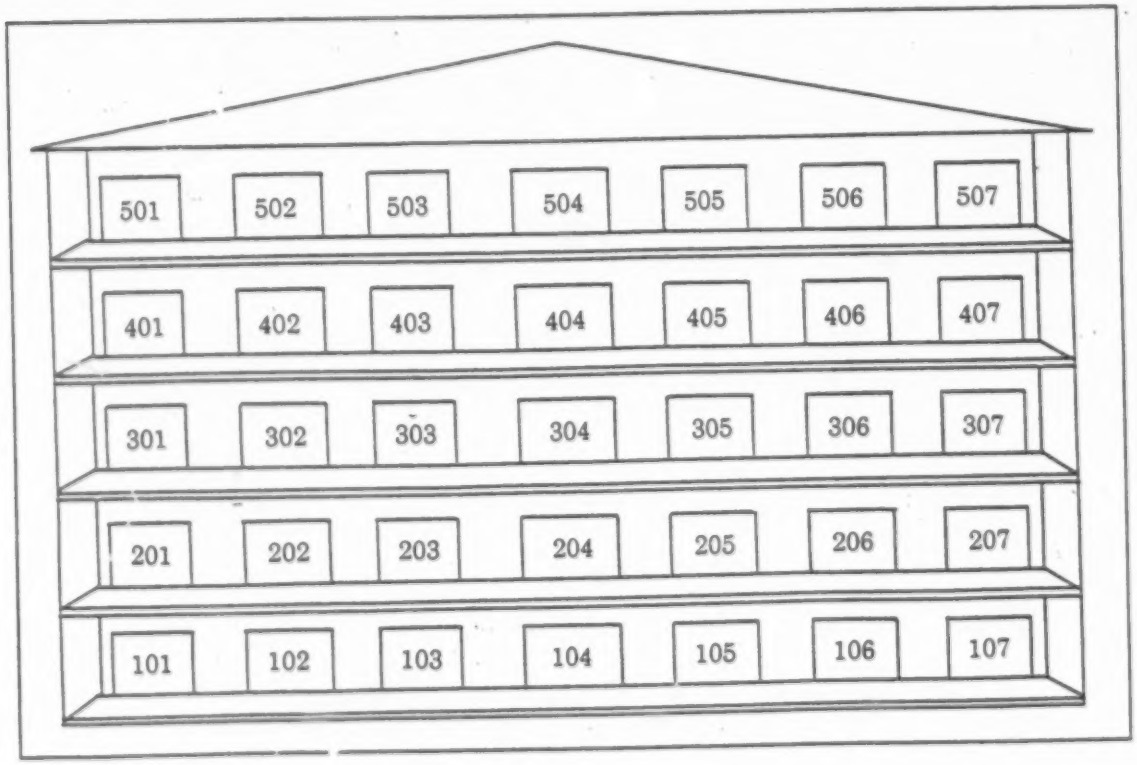
Part 1

Give your partner the following instructions. Your partner will look at page 60 and draw a line from each room to the next.

Start on the 1st floor in room 101.
Go to the 2nd floor, room 202.
Go to the 3rd floor, room 303.
Go to the 5th floor, room 504.
Go to the 3rd floor, room 305.
Go to the 2nd floor, room 206.
Go to the 1st floor, room 107.
Go to the 2nd floor, room 204.
Go to the 3rd floor, room 302.
Go to the 4th floor, room 401.
Go to the 4th floor, room 407.
Go to the 3rd floor, room 305.
Go to the 2nd floor, room 203.
Go to the 1st floor, room 101.

Part 2

Listen to your partner's instructions. Draw lines from one room to the next. Your partner will read from page 60.

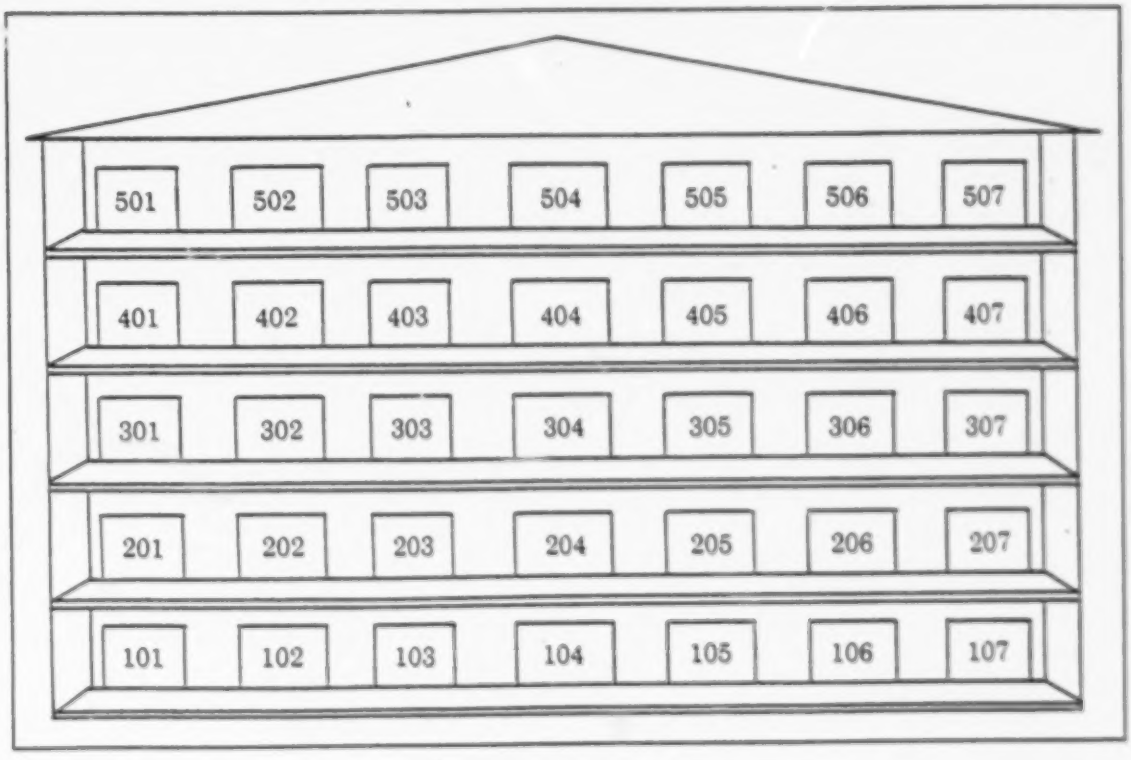


PARTNER WORK

Person B

Part 1

Listen to your partner's instructions. Draw lines from one room to the next. Your partner will read from page 59.



Part 2

Give your partner the following instructions. Your partner will look at page 59 and draw a line from each room to the next.

Start on the 1st floor in room 101.
Go to the 2nd floor, room 202.
Go to the 2nd floor, room 201.
Go to the 3rd floor, room 303.
Go to the 3rd floor, room 302.
Go to the 4th floor, room 404.
Go to the 4th floor, room 403.
Go to the 5th floor, room 504.
Go to the 4th floor, room 405.
Go to the 4th floor, room 404.
Go to the 3rd floor, room 306.
Go to the 3rd floor, room 305.
Go to the 2nd floor, room 207.
Go to the 2nd floor, room 206.
Go to the 1st floor, room 107.
Go to the 1st floor, room 101.

(appendix esl 1.8)

COMMUNICATIONS IN ENGLISH AS A SECOND LANGUAGE

Question / Answer Charades Vocabulary Sheet

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Study the following vocabulary. Choose one word to demonstrate to the class **using only body language**. **Do not** tell anyone the word that you choose. **You may not** use a word that has already been used by someone else in the class.

HAPPY	EXHAUSTED
SAD	HEALTHY
LOVE	LAUGHING
STRESS	DISAPPOINTED
ANGRY	ENERGETIC
CONFUSED	PAIN
THOUGHTFUL (THINKING)	FUNNY
HATE	CRYING
SICK	QUIET
TIRED	SERIOUS

Rate Your Communication Skills

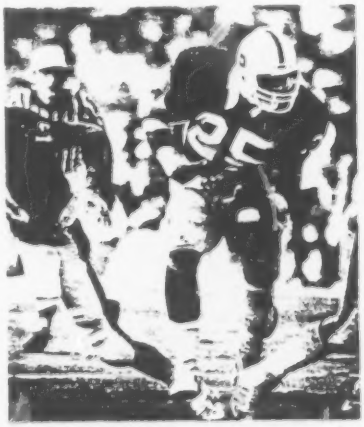
How well do you **communicate** with other people? How do your communication skills affect the way you do your work? Here is a chance to think about the communication skills you already have and the ones you would like to improve. Read each statement below and check the column that best describes you.

	Already do well	Want to improve
1. I ask questions when I don't understand.	_____	_____
2. To make sure I understand, I repeat what someone else has said in my own words.	_____	_____
3. I notice people's facial expressions (surprised, angry, and so on).	_____	_____
4. I give clear directions.	_____	_____
5. I listen carefully and speak clearly on the phone.	_____	_____
6. My requests are easy to understand.	_____	_____
7. I give good reasons to explain my opinions.	_____	_____
8. I respect other people's right to state their opinions.	_____	_____
9. I respond calmly to criticism.	_____	_____

SHOW IT!

Communication does not rely on words alone. Your **body language**--the way you sit, stand, and move--also sends signals to other people. Your facial expressions send signals, too.

What message is this student sending to her teacher?



What message is this football player sending to the other team?

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COMMUNICATION IN ENGLISH AS A SECOND LANGUAGE

Notes to the Student:

Learning a new language is a very difficult job for anyone. When you try to learn the new language to use for your job, the pressure can be even greater. There are no easy ways to learn language. There are no secrets. The only way to truly learn the language is to study, remember and practice. Take every opportunity to use new vocabulary, new grammar or new ideas. Trying to use the language, even if you do not use it perfectly all of the time, will help you more than any of these lessons can. Also, listen. Listen carefully. Listen to the language every chance you have. Listen to the radio, in English. Watch TV in English. Listen to the people around you, and practice with them every chance you get. That is how you will learn the language. The skills you learn in the classroom are the skills that you must practice outside of the classroom. We are, all of us, human beings. This means that we are different from other animals because we can remember things that happened to us many years ago. This means that we can remember things that are important to us. This means that we all have the ability to learn. "What can be thought, can be spoken. What can be spoken can be written. What can be written, can be read." , unknown.